

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Copper Canyon Elementary School

Paradise Valley Unified District  
17650 N. 54th Street, Scottsdale, AZ 85253

<input type="checkbox"/>	Excelling
<input checked="" type="checkbox"/>	Improving
<input type="checkbox"/>	Maintaining Performance
<input type="checkbox"/>	Underperforming
<input type="checkbox"/>	Extremely Small School

**Principal:** Mr. Steven William Bursi  
**Schedule:** 7:30 AM to 4:00 PM  
**Web Address:** [www.Coppercanyonpv.com](http://www.Coppercanyonpv.com)  
**E-mail:** [sbursi@pvusd.k12.az.us](mailto:sbursi@pvusd.k12.az.us)

**Grades:** K-6  
**2002 Enrollment:** 675  
**Phone:** (602) 493-6310  
**Fax:** (602) 493-6316

## ∨ School Overview ∨

### Mission

Copper Canyon Elementary is committed to aligning the curriculum with the Arizona Academic Standards. Through collaboration, staff are well on their way to making progress with the alignment project. Progress will be monitored by the review of performance of all Copper Canyon students on the third and fifth grade AIMS and the Stanford 9 test. Overall performance results will be a reflection of the constant effort and efficiency the staff performs with.

### Organization and Philosophy

- w High Academic Standards
- w Active Student Involvement
- w Commitment to Lifelong Learning
- w Participatory Decision Making

### School/Academic Goals

- w Literacy: Create a community of readers and writers through the use of a variety of literature and publishing student-authored writing.
- w Math/Science/Technology: Encourage an attitude of curiosity and a high degree of competence in math, science and technological skills.
- w Community/Global Citizenship: Prepare for the future with awareness and appreciation of history, arts and societal value of our own and other cultures.
- w Health/Wellness: Develop wise problem-solving and decision-making abilities to promote healthy and safe life skills.

### Instructional Programs

- w Integrated Curriculum
- w Hands-on Learning Experiences
- w Cooperative Learning
- w Authentic Student Assessment
- w Cultural Arts Focus
- w Prevention Programs
- w Honors Classes
- w Maximizing Technology Integration

### Enrollment

October 1, 2001 School Year Student Enrollment:	670
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	27

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 1 Non-certified Employee(s)  
 3 Teacher(s)  
 3 Parent(s)  
 1 Community Member(s)  
 0 Student(s)

### Council Duties

w School Improvement Planning  
 w Oversight of School Goals  
 w Safety/Well-being Issues  
 w Parent/Educator Relations  
 w Community Relations

## ▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	40.00
Other Professional Staff	2.00	Teacher Aide	8.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	2	0	0
4 to 6 years	6	1	0	0
7 to 9 years	3	6	1	0
10 or more years	10	10	1	0

## ▽ Shared Responsibilities ▽

### School

Copper Canyon faculty and staff are committed to providing students with a safe learning environment; setting and promoting high academic expectations; creating opportunities for family involvement in the learning process; maintaining ongoing communication regarding student progress; and making recommendations for continued parental support.

### Parents

Parents are active partners. Academic and individual excellence, as well as a safe learning environment, can only be achieved with the support of parents. Parental involvement is encouraged by support of school/district goals, policies and procedures; daily monitoring and support of student attendance and learning; attendance at conferences and special activities; communication with teacher(s) and staff regarding student progress; and participation in PTA and family learning activities.

## ▽ Transportation Policy ▽

District transportation provides bus service to Kindergartners living more than one-half mile, and first through sixth graders living more than one mile, from school. Transfer students living outside this radius supply their own transportation. Special education students are accommodated according to their IEPs. School boundaries are Tatum from Bell to CAP; CAP from Tatum to Scottsdale; Bell from Scottsdale to 56th.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	180	<b>First Day of School:</b>	8/19/02
<b>Average Daily Instruction Time:</b>	5 hrs. 20 min.	<b>Last Day of School:</b>	5/30/03

**Operates on Traditional Schedule**

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### Report Card Release Dates

10/25/02	1/10/03	3/14/03	5/30/03
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### Additional Calendar/Report Card Information

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## ▽ Resources Available at School Site ▽

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### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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### Special Facilities

W Computer Learning Center	W Multimedia Library
W Performing and Fine Arts Centers	W Student Publishing Center

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### Extracurricular Activities

W Chorus	W Band/Orchestra
W Student Council	W Safety Committee
W Student Support Groups	W Student Radio Club
W Academic Coaching Club	W Tech Team

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### School/Community Resources

W Before/After School Child Care	W Summer/Holiday Child Care
W Health Services	W Lunch Program
W Breakfast Program	W Community Afterschool Activities
W Community Recreational Activities	W Summer School Program

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |   |   |
|---|---|
| <p>w Copper Canyon is implementing all aspects of the Project READ initiative.</p>  | <p>w Successfully funded a playground improvement plan through PTA. Every student published a book through our PTA/School sponsored Publishing Lab.</p>   |
| <p>w The students, staff and families of Copper Canyon collected money to help Habitat for Humanity as well as the Firefighters and Policemen of Washington, DC and New York City. Posters were created, and then signed by every student, and sent to NY City.</p> | <p>w Copper Canyon's prevention program lays a firm foundation for students' core values with regards to alcohol, peer pressure and tobacco use. The essential elements of the program promote individual student self-worth.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	11.1 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	1.1 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	1.5 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	99.6 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	0.5 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
District Track Meet Runner-Up	2002
District Spelling Bee Runner-Up	2002
National Teacher Board Certification	1999
1st Grade Library Participation Award	2001

## ▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	96	543	1%	10%	43%	46%
	State	58840	524	9%	17%	45%	29%
Writing	School	95	578	0%	4%	64%	32%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	96	549	2%	16%	27%	55%
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.  
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

Reading	School	112	529	0%	6%	52%	42%
	State	61305	505	21%	20%	43%	15%
Writing	School	110	565	0%	8%	54%	38%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	112	547	0%	15%	8%	77%
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	97	72	60	--	--	--
2	Reading	--	--	--	97	78	50	98	76	52	99	79	53	96	74	57
	Language	--	--	--	97	70	40	99	75	43	100	75	44	96	70	48
	Mathematics	--	--	--	98	77	51	98	75	55	100	87	57	96	79	61
3	Reading	100	66	47	100	72	47	100	73	48	99	68	50	96	75	50
	Language	100	65	49	100	74	51	100	76	54	97	74	56	96	82	57
	Mathematics	100	66	46	100	74	49	100	77	52	99	70	54	96	76	56
4	Reading	98	76	53	97	77	54	99	78	54	100	80	55	95	76	55
	Language	100	71	47	97	70	49	99	71	48	100	73	50	94	71	50
	Mathematics	100	72	51	98	75	54	98	78	55	100	78	57	95	80	58
5	Reading	100	76	51	100	76	51	97	78	51	94	79	51	99	80	53
	Language	100	71	42	100	67	44	97	72	45	94	74	45	99	74	47
	Mathematics	100	83	51	100	81	54	97	84	55	96	89	57	98	89	59
6	Reading	100	75	53	100	81	54	98	81	53	95	77	54	93	81	56
	Language	100	68	41	100	73	44	98	76	44	95	74	45	90	77	47
	Mathematics	100	81	57	100	83	59	99	87	60	95	84	63	94	86	65

## ∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>65</b>	<b>45</b>
<b>Grades 3-4</b>	<b>92</b>	<b>88</b>
<b>Grades 4-5</b>	<b>73</b>	<b>93</b>
<b>Grades 5-6</b>	<b>81</b>	<b>61</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Grade-level presentations to bring understanding to all students as to what is expected of everyone at Copper Canyon. Student's behavior is monitored and poor behavior is reported to the appropriate staff for follow-up. Students are recognized for positive behavior. Safety meetings and fire drills are held along with quarterly Crisis Team and supervisory meetings with all aides. An annual bike rodeo is held and a biannual lock-down practice is performed with review of its effectiveness.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▼ Per Pupil and School Expenditures for the 2000-2001 School Year ▼

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,955	\$2,050,935
Classroom Supplies	\$22	\$15,426
Administration	\$323	\$224,263
Support Services-Students	\$164	\$113,974
Other Support Services and Operations	\$627	\$435,370
Total Expenditures- All Categories 2000-2001	\$4,091	\$2,839,968

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▼ Contacts ▼

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Steven Bursi	(602) 493-6310	
<b>Transportation Policy</b>	Jeff Cook	(602) 493-6320	
<b>Community Resources</b>	Debbie West	(602) 493-6310	
<b>School Nutrition Programs</b>	Kathy Glindmeier	(602) 493-6330	
<b>Parent Organization</b>	Aundi Parillo	(602) 923-7627	
<b>Student Health/Nurse</b>	Debbie West	(602) 493-6313	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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